The Nature of Sentence Structure Used in Descriptive Text in English Textbook "Work in Progress"

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Abstract

Textbook is one of the primary media to support the student's daily life in pedagogical activities at school. There are several materials that should enhance the student's skills for example reading text, educative illustration, problem-solving questions, etc. This research attempted to investigate the sentence structure of the textbook which is one of the factors that affects the textbook's readability and complexity. The objectives of the research were to identify the sentence structure used inside the textbook based on simple, complex, compound, and compound-complex. The source of data was taken from an English Textbook for 10th-grade students entitled "Work in Progress". By using documentation to acquire the sample, the researcher found out that 5 different texts could be used for the experiment. After sorting out the data, the researcher then calculates each of the text sentence structure types based on the simple, compound, complex, and compound-complex sentences. The result presented that there are a variety of sentence structures in every text that were found. Simple sentences are the highest sentence structure used with 61%, complex sentences are second with 23%, compound-complex with 16%, and compound-complex 5% usage rate. This result is due to the grades of students who still need to learn to differentiate between simple sentences and complex sentences.

Keywords: Reading Text, English Textbook, Sentence Structure

Introduction

English is one of the foremost foreign languages used in Indonesia, especially for educational purposes. To hone the student's ability to communicate and effectively grasp English, the Ministry of National Education states that English is a required topic at all educational levels, from junior high school through universities. (Handayani et al., 2021). In other words, English is a core topic that students are expected to understand beginning at the basic level and continuing through university.

Several learning media for English pedagogical activities can be effectively applied, such as textbooks, animation presentations, videos, etc. Textbooks are one of the learning media that is never absent from pedagogical activities as it is one of the primary and easily used for both the student and the teacher. Textbooks are very important teaching materials in the form of compiled teaching materials such as references, theory, and even assessment sections.

Brown (2004) stated that textbook was the most the clearest and most common form of material support for language teaching comes through textbooks. In line with this theory, Hakim (2021) also defines that textbook as a basis for instructional strategies contributing to the learning objective. Textbooks play an enormous role in the process of education and instruction since they are put together based on the curriculum and can act as a valuable manual for both instructors and students. Students will improve their comprehension of material and skills by using textbooks with appropriate reading resources.

Reading is one of the receptive skills as the student or the reader only needs to comprehend the information that they have received before. The reader or student can comprehend the material better if it is within the student's vocabulary range and can be expanded through rich vocabulary lessons (Listyaning 2018). The vocabulary lessons, however, can't improve simultaneously alongside reading comprehension, thus picking the suitable material within the student's vocabulary range is needed. Moreover, Saraswati (2021) also states that to create an effective reading comprehension activity, the teacher must consider the appropriate curriculum design and materials. The materials used for reading comprehension need to act as a bridge to student's comprehension and need to be correctly picked, not too difficult, and not too easy.

Unfortunately, sometimes reading section of the implemented textbook is mismatched with the learner's preference and level causing the textbook to be rather ineffective, causing the students to be constantly frustrated as they can't comprehend it. The foremost trouble that can be found in students' reading comprehension is the difficult text which is caused by complex sentence structure and unknown vocabulary. Although this was mostly because of the student's problem with remembering the vocabulary, unsuited material can also be the problem factor, for example, giving a text reference that contained complex-compound sentence structure for elementary students when complex-compound sentence material is for high school students. Although that can challenge and possibly enhance the student's knowledge way faster, some of them can't follow properly as each student or reader's ability varies from each other. This kind of pedagogical stunt was not recommended as each textbook material should match the student's class and grade.

The sentence structure difficulty in reading passages especially report text from English textbooks for the 10th grade students published by Kemendikbud Indonesia is the main topic of this study. The degree of phrase complexity in reading material is intended to correspond with the student's cognitive abilities. Therefore, in-depth research is required to determine how each textbook presents complicated sentence structure in reading materials. Investigating text difficulty in textbooks is intriguing for several reasons. First, because the textbook plays such a significant part in influencing the effectiveness of the pedagogical process, its readable content should be appropriate for students regardless of their grades. Therefore, it's crucial to examine the sentence structure difficulties of the textbook's reading materials. Second, reading is a skill that every language student should develop since it is so important to learning and teaching foreign languages or second languages.

Literature Review

Definition of Textbook

Sheldon (1987) described a textbook as a published book produced for commercial gain that aims to assist foreign learners in learning English in their linguistic knowledge and/or

communicative ability. The aim of the textbook can vary in range for example, a book that aims to teach English in a general context, a book that tries to develop each English comprehension ability, a book that aims to teach a narrowly specific subject, and so on. A textbook is defined as "a compiled material in the form of a book that consists of a particular subject that is used especially in schools and college (Radić-Bojanić & Topalov, 2016). The textbook is one of the primary tools used by the teacher as a map for the students about what will they learn and how they will learn the English skills stated in the curriculum.

The principal educational resources used in schools are textbooks. It plays an important role in educational programs; it is still used dominantly in the teaching-learning process. Moreover, according to Novitasari & Asi (2019), The term "textbook" refers to an integrated collection of teaching materials that consists of courses itself and a learning package made up of several elements, in addition to being used to refer to a book for a course.. Therefore, the textbook is a must-have as a resource of material and as guidance in pedagogical activities for the student and the teacher.

Reading Text

Reading involves the interaction of four factors: the reader, the text, the reader's fluency, and their level of reading skill. Nuttal (1996) described reading as a communication process between the author and the reader. She described the author as "the encoder" who wants to encode her mind into an encoded form, a written form, to the decoder or the reader's mind. In line with this theory, Johnson (2008) described reading as a practice of creating meaning from a certain text which defines reading activity. In a recent study, Jayanti & Dewi (2018) stated that reading is the acknowledgment of words, not as an individual part of the sentence but as part of a text.

Based on the theory above, the researcher concluded that reading is the process of obtaining and comprehending the meaning and information encoded in language from printed media like a textbook based on the description above. The reading activity doesn't only stop at reading a text, but finding the meaning behind it and interpreting it with the reader's idea. This is the sole reason why reading ability is regarded as the most stable and durable second language modality.

Sentence Structure

A sentence is a group of words that express a complete thought and contain a subject and verb (Otambetova & Tlewmuratov, 2023). By this definition, a sentence can be said as a complete expression of clauses, built into a single sentence. According to Leki & Azar (2009), there are 4 types of sentences based on its combination of clauses such as:

a. Simple Sentence

A simple Sentence is a sentence that builds of a single independent clause. This clause can stand by itself and still be called a complete sentence due to its structure of a complete subject, verb, and an additional thought.

b. Complex Sentence

A complex Sentence is a sentence that builds on a single independent clause followed by a dependent clause. The dependent clause is a clause that cannot stand by itself, because it is an incomplete sentence due to its missing either subject, verb, or an additional thought of the sentence.

c. Compound Sentence

A compound Sentence is a sentence that builds around two independent clauses, tied by the preposition, adverb, etc. Both structure of the compound sentence can stand by itself but tied together to keep the context complete and not separate from each other.

d. Complex-compound Sentence

Complex-compound Sentence is a combination of compound and complex structure, meaning it has two different independent clauses and a single or more dependent clause. This text is usually found to describe different actions plus a context to give the sentence a complete thought without separating it by a period.

Method

This research used quantitative with a descriptive approach to describe problems and research focus. Based on (Creswell, 2013) quantitative research is a type of research approach that uses a certain population or sample that then will be calculated using a statistical method to prove the determined hypothesis. Quantitative research focuses on getting numerical data that would be statistically analyzed using certain formulas. In this case, this research searched the sentence structure of each sentence on the discussion text manually and then input it into the mean formula.

A textbook published by the Indonesian Ministry of Education and Culture entitled "Work In Progress" for 10th grade students will be the prime sample of this research as this book contain a lot of reading passage especially report texts that the researcher looking for. It is compiled by Budi Hermawan, Dwi Haryanti. Nining Suryaningsih, published in 2022 with ISBN ISBN 978-602-244-896-9 (complete no.jil.) ISBN 978-602-244-897-6 (vol.1).

Finding and Discussion

Sentence Structure in Discussion Text of English Textbook "Work in Progress"

The nature of sentence structure found within the textbook was analyzed using Brandon's (2012) theory of 4 types of sentences, which are simple, compound, complex, and compound-complex sentences. Discussion text was the only type of text that was analyzed during the experiment because discussion text is by far the most complex text above other types of text found within the textbook. The result of this research can be seen on the following table.

Table 1. Percentage of Each Type of Sentence

Text Title	Text Code	The Types of Sentences								Tot	%
		SS		CMS		CXS		CCS			
		N	%	N	%	N	%	N	%		
Simple Tips for Healthy Eating	T-01	16	66.6	1	4.1	7	39.1	0	0	24	100%
Why Should Gravity be Considered Art	T-02	13	56.5	6	26.0	2	8.6	2	8.6	23	100%
Graffiti is Always	T-03	4	40	0	0	4	40	2	20	10	100%

Vandalism

Hanif Social Media Post	T-04	1	87.5	0	0	7	12.5	0	0	8	100%
Sofia Social Media Post	T-05	7	63.6	0	0	4	36.3	0	0	11	100%

SS   : Simple Sentence

CMS   : Compound Sentence

CXS   : Complex Sentence

CCS   : Compound-Complex Sentence

Table 1 shows that all reading textbooks from five different texts provide varied results. Depending on how many sentences are there in the textbooks, each text varies in length, with 24 sentences (Simple Tips for Healthy Eating), 28 sentences (Why Should Gravity be Considered Art), 23 sentences (Graffiti is Always Vandalism), 8 sentences (Hanif Social Media Post) and 11 sentences (Sofia Social Media Post), discussion text appears to be the longest among the textbooks. Each text had a distinct length requirement. Additionally, it has been discovered that each sort of phrase has a varied proportion, which reflects the text's complexity.

The First text analyzed was a discussion text entitled "Simple Tips for Healthy Eating". This text has 24 sentences which is quite packed as the highest sentence count out of the samples. The most noticeable sentence structure within this text is a simple sentence as it is mostly packed with a single dependent and independent clause. This text is also packed with simple sentences as its main appeal with 66.6% and 39.1% complex sentence count. This sentence is mostly filled with single independent clauses such as "*All of us know about the benefits of eating healthier*". The complex sentence example was "*Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally*", the first clause was independent while the next clause was a dependent clause. The reason behind this was that the second clause doesn't have any subject within it as it has only become the complement to the first clause. This text was filled with both a single independent clause or a combination of independent and dependent clauses. As for the compound and compound complex sentence, the researcher only found 1 compound text with the text as follows *"Sodas, energy, and flavored drinks are the most unhealthy and they should be avoided at all costs."*. The first and second clause was both independent clauses as they could stand for themselves even without a complete compliment.

The Second text analyzed was a discussion text entitled "Why Should Graffiti be Considered Art". This text has 23 sentences which is quite packed as the second-highest sentence counts out of the samples. The most noticeable sentence structure within this text was simple sentences as it is mostly packed with a single or more independent clause. This text is also packed with simple sentences as its main appeal with 56.5%, and 26% compound sentence count. This sentence is mostly filled with single independent clauses such as "There are some reasons why graffiti shows us the potential that life has to offer". The compound sentence example was Graffiti can be made with many different materials, but its most common form is made by applying paint to a building's wall", The first clause and second clause were both independent clauses. The reason behind this was that both clauses could

stand on their own even without the other clause. This text was filled with both a single independent clause and a combination of two independent clauses. As for the complex and compound-complex sentences, the researcher only found 2 of each complex and compound complex sentence with the compound-complex sentence example as follows "*In this article, I will explain why graffiti is art, and I will explain how graffiti is essential in our culture.*". This long sentence had three clauses, which separate into the first one being the dependent clause because it cannot stand alone as a single clause, meanwhile, the second and third clause was both independent clauses as they can stand for themselves even without a complete compliment.

The Third text analyzed was a discussion text entitled "Graffiti Is Vandalism". This text has only 10 sentences which is quite lacking compared to the other texts. The most noticeable sentence structure within this text was only three types; simple, complex, and compound-complex sentences, there are no compound sentences found within the text. This text is also packed with simple sentences as its main appeal with 40%, and 40% compound sentence count. This sentence is mostly filled with single independent clauses such as "There are some reasons why graffiti shows us the potential that life has to offer". The complex sentence example was *"By definition, it is committed without permission on another person's property, in an adolescent display of entitlement"*, the first clause which only consist of two word cannot stand alone by itself as a single text while the second clause was independent clauses. This text was filled with both a single independent clause or a combination of an independent clause and a dependent clause, just like text 1. As for the complex and compound complex sentences, the researcher only found 2 compound complex sentences with the text as follows "*Anyone who glorifies graffiti needs to answer one question: If your home were tagged during the night without your consent, would you welcome the new addition to your décor or would you immediately call a painter, if not the police?"*. This sentence consists of 4 clauses, with 3 independent clauses and 1 dependent clause as a complement, which is the last part of the text.

The Fourth text analyzed was a discussion text entitled "Hanif". This text is unique being the only discussion text in the form of a single social media post, quite different from the other 3 which mainly come from paper. This text consisted of only 8 sentences, with 87,5% complex sentence usage and 12,5% simple sentence. Although the text form is unique, the sentence structure behind it is not quite different as any other text. Several utterances come from this text as it tells what the writer felt toward the subject of the text. The complex sentence example from this text was *"Professional artists do not hang their paintings in the streets, do they?"*. There should be only one clause, however, the utterance at the end of the text is a single dependent clause, while the first clause is independent. This text is mostly filled with the same sentence structure as the text's main purpose is to deliver what the writer wants to say in a quite non-formal form of text. There's only one single simple sentence inside the text which is "*I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti*" This text is quite long but only consists of a single clause that can stand by itself, thus making this text categorized as simple sentence.

The Final text analyzed was a discussion text entitled "Sofian". Quite the same as the previous text, this text is in the form of a single social media post. The difference between this text and the previous text was the sentence structure within the text itself. There are 11 sentences found inside the text, with 7 (63,6%) simple sentences and 4 (36.3%) complex sentence usage. There are no particular differences between this text and the previous one besides the rising number of simple sentence usage within the text. There are tons of single

independent clauses with no utterances inside the text which makes the researcher categorize them as simple sentences, for example, "Society is full of communication and advertising". There are also complex sentences inside this text for example "Some people say yes, some no" The most noticeable difference of this text is, that there are quite a lot of unfinished sentences that were not tied to another independent or dependent clause. Utterance such as "No", and "Yes" was found quite a lot within the text as they cannot be categorized as a single sentence, thus making the sentence count lower than the other. The researcher believes this is due to tone down the complex sentence usage and make the student easier to understand the meaning behind this text.

Discussion

Sentence structure is one of the crucial components in building a comprehensive text (Sang et al., 2022). Four types of sentence structure exist according to Leki & Azar (2009); simple, complex, compound, and compound-complex. Each sentence type consists of a different combination of clauses. A single dependent clause is called a simple sentence, a single dependent clause followed by an independent clause is called a complex sentence, two dependent clauses combined are called a compound sentence, and two dependent clauses followed by a dependent clause is called a compound-complex sentence. These kinds of sentence is believed to correlate with making a text comprehensive according to Sang et al., (2022) as it also plays a role in making a text easy to read.

According to Schlesinger (1968), sentence structure plays a part in making a text readable, especially when it comes to sentence length. The more complex a text can be, the more sentence length is used to build up the text. In line with this theory, Sundari et al., (2020) also stated in their study that most students' writing especially on the High School level only reached the capability of simple, compound, and complex sentences. The majority of sentence structure found in her research is simple (36%) and complex sentence (34%) since both structures are the easiest ones to comprehend. To finalize this theory, based on the findings, there are 45% of simple sentences, 34% of complex sentence, 11% of compound sentence and 8% of compound-complex sentence. Therefore, the most used sentence structure used on this textbook is simple and complex sentence to match the student's capability in sentence comprehension.

Conclusion

In conclusion, the researcher stated that the majority of sentence structure used on this textbook is simple and complex sentences to pump the readability score and make the textbook easier to comprehend. Even though all text offered by textbooks is commonly looks the same, it has been discovered that each text contains a unique proportion of simple sentences, compound sentences, complex sentences, and compound-complex sentences, which has an impact on the text's level of complexity. The textbooks produced by Kementrian Pendidikan dan Kebudayaan include the largest proportion of simple sentences (45%). The percentage of complex sentences is the second largest within the entire 5 descriptive text inside the book (31%). Compound sentences and compound-complex sentences have the lowest percentages (9% and 5%, respectively) in Kementrian Pendidikan dan Kebudayaan publisher.

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